

THE TRIPLE CROWN CENTRE



Equalities Statement

Chair of Management Board: Mr Jon Sheridan (signed)

Date policy ratified by Management Board:

Date for review: March 2021

1. Legal framework

The Triple Crown Centre welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender, religion and sexual identity.

2. Guiding principles

In fulfilling our legal obligations, we are guided by **nine principles**:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but must nevertheless take account of differences of life-experience, outlook and background, and in the barriers and disadvantages people may face, in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- Religion, belief or faith
- Sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men.

Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We would always consult and involve:

- Disabled people as well as non-disabled
- People from a range of ethnic, cultural and religious backgrounds
- Both women and men, and girls and boys.
- People of different sexual orientation

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and a greater participation in public life of:

- Disabled people as well as non-disabled people
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- People of different sexual orientation

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- Disability
- Ethnicity
- Gender

Principle 9: Objectives

Each year, we formulate and publish achievement results in relation to:

- Disability
- Ethnicity
- Gender

3. The Triple Crown Centre recognises that the actions resulting from a policy statement such as this make a difference.

4. Disability Equality Scheme and Accessibility Plan

The Triple Crown Centre has a **Disability Equality Scheme and Accessibility Plan**, which links into the School Development Plan and is updated every 3 years. Targets are reviewed and evaluated annually.

5. The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine principles outlined in Section 2 above.

6. Ethos and Organisation

We ensure the 9 principles in Section 2 above apply to the full range of our policies and practices, including those that are concerned with:

- Students' progress, attainment and achievement
- Students' personal development, welfare and well-being
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Behaviour
- Working in partnership with parents and carers
- Working with the wider community.

7. Addressing prejudice and prejudice-related bullying

The Triple Crown Centre is opposed to all forms of including:

- Prejudices around special educational needs and disability
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities - for example anti-Semitism and Islamophobia and those that are directed against travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia.

8. Roles and responsibilities

The **Management Board** is responsible for ensuring that the school complies with legislation and that this policy statement and its related procedures are implemented.

The **Headteacher** is responsible for implementing the policy statement; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom and deal with any prejudice-related incidents that may occur
- Plan and deliver lessons that reflect the 9 principles in Section 2 above
- Keep up-to-date with equalities legislation

9. Information and resources

We ensure that the content of this policy is known to all Management Board members, staff, students and parents/carers

10. Religious observance

We respect the religious beliefs and practice of all staff, students and parents and comply with reasonable requests relating to religious observance and practice.

11. Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

12. Breaches of the policy

Breaches of this policy statement will be dealt with in the same ways as other breaches of school policies, as determined by the Headteacher and the Management Board.

13. Monitoring and evaluation

We collect and evaluate quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs, ethnicity and gender.